High School Module Notes 3/20/2011

**Formative Assessment – Theory –** <http://www.nmsa.org/publications/webexclusive/assessment/tabid/1120/default.aspx>

“One distinction is to think of formative assessment as "practice." We do not hold students accountable in "grade book fashion" for skills and concepts they have just been introduced to or are learning. We must allow for practice. Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning”

“One of the key components of engaging students in the assessment of their own learning is providing them with descriptive feedback as they learn. In fact, research shows descriptive feedback to be the most significant instructional strategy to move students forward in their learning. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression. In other words, descriptive feedback is not a grade, a sticker, or "good job!" A significant body of research indicates that such limited feedback does not lead to improved student learning.”

p.31 Understanding by Design

determining acceptable evidence of key ideas

quizzes to check students’ knowledge, lengthier test to check for understanding

p. 152 continuum of assessments including checks of understanding overtime : traditional quizzes, tests, open ended prompts, and performance tasks and projects ,

anchored by performance tasks or projects to use knowledge in context

more traditional assessments quizzes, tests, academic prompts, problem sets – assess essential knowledge and skills

p. 161 *ubd* – 6 facets of learning provide scaffolding to remind us what understanding looks like

p. 18 *ubd* learning developed through use and feedback

p. 169 *ubd* “check for understanding” and “feedback” imply ongoing formative assessments are vital to reveal student understanding and misunderstanding

p. 247 ubd provide timely feedback to students and inform instruction so adjustments can be made ..

make sure they get it before it’s too late

formal and informal assessments

p. 251 ubd learn by doing in two ways - 1-drill and exercise form ; 2- apply skills in more complex and fluid performance ; back and forth part and whole- whole part whole

Formative Facet Examples:

p. 165 *ubd* History – interpretation – Select 5-10 songs about the United States written since the Civil War. Use them to explore the questions: Are we the nation we set out to be? How have we seen ourselves as a nation? Which attitudes have changed and which have not?

Math- application- area and perimeter . Design the shape of a fenced- in section of a yard, given a specified amount of fencing material, to maximize the play area for a new puppy.

Science – explanation – electricity- Develop a trouble-shooting guide for an electric circuit system.

English- perspective- literary analysis and writing. Assume you are the editor at a major publishing house. Review a submitted short story for possible plagiarism. (The teacher does not tell students that they are reviewing a story written by one of the authors they have studied this year.) Then write a tactful but firm letter back to the author on the likely source of this manuscript.

History- empathy- Using a Meeting of Minds format, role-play various characters with other students and discuss or debate an issue (e.g., settlers and Native Americans on Manifest Destiny, Truman deciding to drop the atomic bomb, the reasons for the collapse of the Soviet Union).

Any subject – self knowledge- What have I learned? – add a postscript to any paper written for a course in which you must dispassionately self-assess the strengths, weaknesses, and gaps in your approach or response. Pose the question, Knowing what I now do, what would I do differently next time?

Examples techniques for Check for Understanding: p. 249

* Index card summaries/questions- list big ideas
* Hand signals – understand, not yet get, not completely sure
* One minute essay-summarize understanding of big ideas
* Question box or board-
* Analagy prompt-…. Is like …. Because…
* Visual representation- show elements /components of a topic – chart, concept map, timeline etc.
* Oral questioning- what might happen if…?what is the key concept/moral…?
* Follow up probes – Why? Explain. Do you agree?
* Misconception check – common misconceptions – ask if agree/disagree and explain. Misconception Check Quiz t/f or mc.

**Summative Assessment –Theory –**

Formal accountability demands assessments aligned with standards by backward design frequently p.151 *UBD*

*p. 154 ubd –* summative authentic performance based assessments –allow transferring of core ideas, knowledge and skill in variety of contexts

p.157 GRASPS to assist in the creation of performance tasks –goals, role, audience, situation, performance and standards

p. 161 -6 facets of understanding blueprint – which facet will most appropriately guide the design of a particular task with specific performance, process or product requirements – explanation, interpretation, application, seeing perspective, demonstrating empathy, and revealing self-knowledge

p. 163 a student who really understands…. Can explain, interpret, apply,… etc. all 6 facets

p. 168 Essential questions – where you begin your design of GRASP – make sure that question is addressed in an authentic manner

GRASP Examples p. 158-160

1)Fitness plan (health and p.e. – secondary)Playing the role of a trainer at a health club, you will develop a fitness program, consisting of aerobic, anaerobic, and flexibility exercises, for a new client’s lifestyle, age, activity level, and personal fitness goals.

2) Drywalling a home (mathematics grades 8-10). When contractors give an estimate on home repairs, how can we know if the cost is reasonable? In this task, you will determine whether a drywalling contractor will is giving rate information, or trying to overcharge an uninformed customer. You will be given room dimensions and cost figures for materials and labor.

Facets can further this Examples